

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. Cindy Machado, Ed.D.

Official School Name: Wilson Elementary

School Mailing Address:
308 G Street Northwest
Miami, OK 74354-5724

County: Ottawa State School Code Number*: I35

Telephone: (918) 542-8419 Fax: (918) 540-7011

Web site/URL: <http://www.miami.k12.ok.us/wilson/index.htm> E-mail: cmachado@miami.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. William Stephens

District Name: Miami Public Schools Tel: (918) 542-8455

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Larry Martin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 5 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 7643

Average State Per Pupil Expenditure: 7380

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	22	17	39	8	0	0	0
1	27	22	49	9	0	0	0
2	18	22	40	10	0	0	0
3	22	17	39	11	0	0	0
4	22	22	44	12	0	0	0
5	22	22	44	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							255

6. Racial/ethnic composition of the school:

33 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
3 %	Hispanic or Latino
4 %	Native Hawaiian or Other Pacific Islander
59 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1.	255
(5)	Total transferred students in row (3) divided by total students in row (4).	0.129
(6)	Amount in row (5) multiplied by 100.	12.941

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 17

Number of languages represented: 2

Specify languages:

Spanish and Chukeese

9. Students eligible for free/reduced-priced meals: 80 %

Total number students who qualify: 203

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>Multiple Disabilities</u>	<u>8</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>19</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	96%	96%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	0%	29%	6%	13%	0%

Please provide all explanations below.

Teacher attendance and student attendance have remained stable over the past five years. During the 2006-2007 year the large teacher turnover was due to retirements.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Wilson Elementary, a neighborhood school in rural Miami, Oklahoma, has an enrollment of 255 students with 12 classroom teachers, a special-resources teacher, 4 part time teachers, a full-time counselor, part -time social worker, several aides, and a full time administrator. 80% of the student population comes from poverty, 36% live with a grandparent, 43% have had one close family member jailed or imprisoned within the past year, and the large majority of students are from single parent homes. About one-third of the student population is Native American and two-thirds is Caucasian. Although there are Hispanic, black, and Micronesian students at Wilson, the number is not large enough to be considered a subgroup.

Staff and faculty at Wilson are committed to the vision that every student reaches his/her potential academically and socially. Thanks to a commitment to differentiated instruction, each child at Wilson is carefully monitored and grows academically during the school year. The environment is demanding and structured both academically and socially. For students struggling academically the day can begin at 7:00 A.M. and end at 4:30 P.M. For students challenged socially, a full-time counselor and part time school-based social worker are available.

Thanks to support from the Board of Education, tutoring outside the regular school day is mandatory for struggling students. Tutoring (intervention) is funded through a variety of sources including private grants and Title I. Discipline is firm, fair, and immediate. Student and staff accomplishments are celebrated regularly and often. During the past five years a focus by staff, faculty, and parents on attendance, discipline, and academics has helped Wilson transform from a school often considered undesirable to one of the most respected schools (among the top 2% academically) in the state of Oklahoma. Attendance has remained above the state average thanks to constant monitoring and the support of a county truancy court. A discipline plan for the building has continually been monitored, adjusted, and improved by a committee of teachers, often after evaluating student input. Parental involvement has been 98-100% for parent/teacher conferences twice yearly for the past three years.

Academic performance index (API), the state's measure of academic success relative to NCLB (No Child Left Behind), has improved dramatically since 2002. Two years ago Wilson was recognized by Oklahoma's State Department of Education as one of four Title I Schools from over 800 schools statewide that showed dramatic improvement in both math and reading scores. API ranges from 0-1500. Thanks to parental involvement (teachers made over 1200 contacts with parents during the 07-08 school year), mandatory extra tutoring for struggling students before school, at noon, and after school (80% of students attend this tutoring), and total commitment to academic excellence from staff, faculty, students, and parents, Wilson's API has improved from 900 (which represented the lower 20% of schools in Oklahoma) five years ago to 1500 (which was earned by only 25 schools out of over 1200) for the 07-08 school year. Over 55% of students at Wilson scored advanced in math last year (the state average was 26%). Reading scores are exceptional with more students moving from satisfactory to the advanced category each year. Additionally, the social needs for every student are continually evaluated and adjusted. The philosophy at Wilson is that the total child must be taught – and that includes demands attention to social, emotional, and academic factors.

Academic growth for every student is continually monitored by teachers, parents, and the administrator throughout the school year. Teachers formally meet twice a month to discuss student learning, and to make appropriate adjustments in instructional strategies for every student. The administrator meets regularly with teachers by grade level to discuss students' social and academic needs. The administrator, counselor, and teacher meet often with parents of students struggling academically and/or socially. For example, during the last school year (07-08) there were 25 of these meetings in October, 38 in January, and 32 in March.

Research indicates that the higher the poverty rate, the lower the chance for academic success among students. Wilson is unique and exceptional in that Wilson continually defies the recent research with academic achievement matching and often surpassing the achievement of more affluent schools. This accomplishment is due to the total commitment from the Wilson community (parents, students, staff, faculty, and administrator) that every child, regardless of socio-economic level or race, can and will reach his/her potential both academically and socially. Students are celebrated for their successes and fairly disciplined for

inappropriate behavior. Parents/guardians are constantly informed of successes, notified of failures or concerns, and valued and respected for the role they play with students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Trends in test data for the past five years in both math and reading have shown continual growth for all grades tested with students making continual growth as a total group and in all significant sub-groups in both math and reading. Oklahoma's target for testing is that 95% of students participate in state mandated testing. Wilson has had 100% participation in testing for the past five years. Oklahoma's response to the academic reporting relative to No Child Left Behind has been the Academic Performance Index (API). This total score ranges from 0-1500, calculating math and reading scores as 90% of the formula and attendance rate as 10%. API is reported to schools as a Total API (which is the combination of math, reading, and attendance), as a Math API, and as a Reading API. Although Total API can reach only 1500, the API scores for both Math and Reading can exceed 1500 if every child scores either advanced or satisfactory in either category. Student scores are in four categories – advanced, satisfactory, limited knowledge, and unsatisfactory. Weights for advanced and satisfactory (meeting the standard) are the same when calculating API. Students in the limited knowledge category do earn points toward the API, but students in the unsatisfactory category earn zero points toward API.

Wilson's overall API was 1500, the highest achievable, during 2008 for both regular students, those who were enrolled for one year excluding IEP and ELL students and for all students, which includes every child enrolled at the time of testing. Scores in 2004 showed a Total API of 1168 for regular students and a Total API of 1016 for all students. Total API growth for regular students was 332 API points, and total growth for all students was 484 API points over the past five years!

Wilson's Reading API in 2008 was 1494 and the Math API was 1560. A comparison of these same indicators in 2004 showed a Reading API of 927 and a Math API of 1087. Statewide performance targets have indicated that reading scores should increase by 146 points between 2004 and 2008 – Wilson's reading scores increased 567 points. Targets indicated that math scores should increase by 142 points – Wilson's scores have increased by 407 points. Attendance, which is 10% of the total API, has a statewide target of 91.2%. Wilson's attendance during the past five years has never been below 95%, and was as high as 96.2% in 2008.

Two significant sub-groups reported for testing purposes are American Indian and Economically Disadvantaged. Total growth for the sub-group of American Indian over the past five years was 161 Total API points (from an API of 1292 in 2004 to an API of 1453 in 2008) and total growth for Economically Disadvantaged was 313 Total API points (from an API of 1187 in 2004 to an API of 1500 in 2008).

In 2008 100% of 3rd graders met the standard in math, as compared to in 2004 when only 68.5% of 3rd graders met the standard. For reading in 2008, 100% of 3rd graders met the standard in math, as compared to 2004 when only 60.6% of third graders met the standard. In 2008, 100% of 5th graders met the standard in math, as compared to 2004 when only 75% of 5th graders met the standard. For reading in 2008, 97% of 5th graders met the standard in math, as compared to 2004 when only 75% of 5th graders met the standard. The percent of students meeting the standards in both math and reading has continually increased over the past five years. Fourth grade students did not participate in testing in 2004, so comparisons similar to grades 3 and 5 cannot be made. During the past five years, Wilson has always made adequate yearly progress and has never been designated as a school in need of improvement. Testing information may be found at the following location: <http://sde.state.ok.us>

2. Using Assessment Results:

Wilson uses a variety of assessments throughout the year to evaluate individual student progress and individual need for intervention. State mandated-criterion reference testing is given to students in grades 3-4-5

each April. For grades 3–4 this testing includes math and reading, and for grade 5 this testing includes math, reading, social studies, and science. At Wilson, students in grades K–2 participate in a norm-reference test each spring (The Stanford Ten). These tests not only give an indication of individual and group strengths and weaknesses but also give teachers valuable information about personal instructional strengths and weaknesses relative to individual student and group performance.

During August, December, and May of each year, students at Wilson also participate in STAR Reading (norm referenced), STAR Math (norm referenced), Benchmarking (skill based), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS for grades K–3, skill based). Teachers also use unit testing with adopted texts and classroom observation.

Teachers meet twice a month during PLCs (Professional Learning Community Meetings) to analyze and evaluate testing results and academic progress for individual students. Instructional techniques and strategies are discussed and analyzed for effectiveness during PLCs. Once techniques and strategies have been attempted in either small or large group instruction, the successes/failures of the implementation are discussed at future PLC meetings.

Additionally, the principal schedules meetings with teachers by grade level after each of the three major testing periods (and at other times during the year as student progress merits). During these meetings, the principal along with the teacher and other grade-level teachers discusses individual student progress by evaluating the most recent testing and/or classroom performance as compared to past testing or performance. Because intervention groups are offered before school, during noon recess, after school, and during the regular school day, these meetings address the best options for each individual child.

Every student who is struggling or is below grade level in math and/or reading is required to attend intervention groups outside the regular school day. For example, if a student has scored below grade level in math on a norm reference test or has failed to master skills tested on the benchmarking test, that student is required to attend one to one and one-half hours of intervention time outside the regular school day. Naturally, the teacher would also plan interventions within the school day for this child. All interventions are specifically developed around the weakness of the student. These interventions can be direct instruction from a certified teacher, computer-based instruction that addresses the weakness, peer tutoring, or instruction from a qualified teacher aide.

Every student who attends interventions, and about 80% of students at Wilson do, is continually monitored and evaluated relative to the specific skills or weaknesses of that student. If an approach is not working for a student, an adjustment is made in not only instruction but in the person presenting the instruction. Student success is not an option—it is expected.

3. Communicating Assessment Results:

Teachers keep a record of all parent contacts made to discuss academic concerns (performance) each year. During the 2008 school year, 14 teachers made over 1,200 parent contacts. These contacts did not include twice yearly regularly scheduled parent/teacher conferences. Although some of these contacts dealt with disciplinary issues, the focus of these contacts had to do either directly (academic) or indirectly (social) with concern about student academic performance.

Every classroom teacher sends home a scripted note each week in the child's Monday folder. One area of this note is designated for the teacher to recognize students for outstanding academic performance and to notify parents/students of upcoming assessment schedules.

At the beginning of each year, every teacher sits down with each student in his/her class to review results from spring testing. The student and teacher discuss successes, failures, and areas that need improvement

relative to specific objectives/goals. Students who have scored advanced in either math or reading are given special recognition before the entire school. These same testing results (along with a note from the principal) are sent home in the students' Monday folders (regular weekly correspondence) for parents/guardians to review.

After each of the three times (August, December, and May) that all students are tested with Benchmarking (skill based) and STAR (norm referenced), results of this testing along with an explanation of results and the need for interventions, etc. is sent home via Monday note to each parent/guardian of a Wilson student. The letter to parents also includes a schedule for tutoring that is offered for specific areas of weakness.

During December/January of each year, the parent of any student that is failing to make academic progress (at the rate the teacher deems appropriate) is contacted for a meeting. For example, during January of 2008, the principal, counselor, teacher, and often social worker (all together) met with parents 32 different times. These meetings are normally about one hour long. School staff share suggestions as to what the school can do to help the child succeed, and suggestions/recommendations are given to parents so they can help at home. Naturally, the school sends all academic reports as mandated by No Child Left Behind to school families and to the community. Additionally, testing information is shared in the local newspaper.

4. Sharing Success:

Wilson was the first school in the district to implement regular benchmark testing. The principal, along with several teachers, created both a math and reading benchmark test. It was primitive, but it worked. Because Wilson's API score made exceptional growth the same year that benchmarking was implemented, all five elementary schools in the district implemented it the following year. Two years following, the district purchased a professional service to help with benchmark testing and follow-up for the entire district, K-12.

Another area in which Wilson was a leader was in the use of small group interventions before school, at noon, and after school. Wilson teachers have shared the methods and successes of these interventions, which have been documented during the past five years, and other schools in the district are now in various stages of implementing tutoring and small group interventions.

Several years ago when Wilson was chosen as one of four Title I Schools in Oklahoma making exceptional growth in both math and reading, many of the instructional and organizational strategies being used at Wilson were posted on the Oklahoma State Department of Education web site. Naturally, this recognition spurred discussion relative to this accomplishment among district teachers and administrators.

In the event that Wilson is awarded Blue Ribbon School status, everyone at Wilson will be more than willing and thrilled to share any and all instructional strategies, organizational techniques, hints for parental involvement, or disciplinary procedures. Quiet truthfully, staff, faculty, parents, and students have been working so hard over the past years to improve student achievement in conjunction with discipline and attendance at Wilson that there has been little time or given little thought to sharing ideas and techniques. Now that we have had success, we would be thrilled to share things that have worked for our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Because we are a K-5 elementary school, the primary focus for our students in all grades is language arts (reading) and math. All students are exposed daily to computers, which provide scientific based instruction through a large variety of programs, and to other technology including a Smartboard in every classroom. All students have music or PE each day. A 30 minutes library class is provided for every child twice a week, and students have a 30 minute guidance class weekly. Classroom teachers integrate art and Spanish into the curriculum. Teachers integrate science and social studies into reading and math at lower grades, and teach these areas more extensively at grades 3-5. The primary focus in K-2 is for each child to learn to read and to understand the concepts of basic math. At grades 3-5 students are introduced to science, social studies, and essay writing at a more intense and sophisticated level than at lower grades.

Instruction is designed and implemented around Oklahoma's Priority Academic Student Skills (PASS) which provides significant content. Instruction is research based and developed around the specific objectives within each subject area resulting in high standards. Teachers use the PASS Skills as a blueprint to guarantee that every child is engaged with appropriate curriculum based on state standards.

Reading instruction is organized and presented around scientifically-based strands including print awareness, phonological/phonemic awareness, phonics/decoding, vocabulary, fluency, and comprehension/critical literacy. As outlined by the National Reading Panel, reading instruction at Wilson is both systematic and explicit. Reading is taught in both whole class and small intervention groups during the day. Outside of the regular school day, reading for every child below grade level is required either before school, after school, or during noon recess. This instruction is provided through a variety of computer programs, certified teachers using many instructional techniques, aides, and peer tutoring. Any student that is reading below grade level at the end of third grade is offered free summer tutoring in small groups during the summer before entering fourth grade.

Math instruction is organized and presented using the instructional methods of explicit instruction, self-instruction, peer tutoring, and visual representation. Teachers guide students through systematic and explicit instruction. Students learn to recognize what strategies work and to apply them appropriately while mastering demanding concepts. Students are taught how to manage their own learning by asking themselves and one another solution-oriented questions. Students work in pairs and in small groups to take advantage of peer relationships while learning. The use of manipulatives, pictures, and graphs is always part of math instruction at Wilson.

Because 80% of students at Wilson come from poverty, the school counselor spends thirty minutes weekly with each classroom working on the social skills that work hand in hand with academic achievement. At Wilson it is realized that for a child to achieve academically, his/her social and emotional needs must be met. The school counselor meets with small groups three days a week during each of three lunch periods in an attempt to help students struggling socially/emotionally to realize the importance that a winning attitude and determination play in academic achievement. Wilson has a school based social worker that meets with families, goes to homes to get students for school, takes students for medical and dental appointments, and plays a defining role with families relative to the school attendance. The philosophy at Wilson is that students must be physically, socially, and emotionally ready before they are able to engage in demanding academics based on high standards.

2a. (Elementary Schools) Reading:

Wilson teachers realize that the difference between a child from poverty achieving (learning to read) or failing to achieve begins with the attitude of the teacher. This attitude has a tremendous influence on student attitude, resulting in student achievement. Wilson teachers teach reading with the underlying assumption that every student can and will learn to read. Regular reading assessment is provided three times a year for every child, monthly for students identified as in need of strategic interventions and twice monthly for students in need of intensive interventions. Assessment is both skill based and norm based. Regularly after assessment, the teacher meets with other teachers and the principal to discuss and adjust instruction for every child.

Every student receives a minimum of 90 minutes of reading instruction daily. This approach was chosen after teachers explored research about what helps make a good reading program. Every student in grades K-2 receives one hour of structured phonics instruction four days a week, in addition to regular practice in vocabulary, fluency, spelling, and comprehension. Although all of these elements are part of the basal series, teachers also find other sources for these skills from a variety of outside resources including web sites. At grade 2 about one-half of Wilson students, as identified by need, continue to receive regular phonics instruction. Reading comprehension is addressed through the use of a basal text, daily opportunity for teachers to read aloud to students, and students participating in the Accelerated Reading (AR) Program, which requires and monitors students reading alone regularly. Reading practice through the AR Program includes a personal goal set for every child while considering the reading level of that child. Students are praised and rewarded for accomplishing these personal goals.

A variety of options including computer programs, a Smart board in every classroom, fluency programs, extra small group tutoring before and after school, intervention groups during the regular school day, extensive vocabulary and spelling work, and regularly documented use of a basal program that integrates all important elements of reading instruction are part of Wilson's reading program.

For Wilson teachers the bottom line is that every child can and will learn to read, parents will be actively involved, interventions will be provided and adjusted throughout the year both during and outside the regular school day, and that teachers will remain positive and encouraging during this process.

3. Additional Curriculum Area:

Math achievement (growth) in addition to reading growth has been the focus at Wilson for the past five years. Wilson's teachers believe that math and reading for elementary students are the foundation for academic achievement in all areas. Every child is given a norm referenced computer friendly math assessment which takes about 15-20 minutes at the beginning of each school year. This assessment, in combination with testing done the spring, state-mandated criterion-referenced testing for grades 3-5, and norm-referenced district-mandated testing for grades K-2, is used to evaluate achievement for individual students and for the total group. Teachers use these results in combination with the Oklahoma PASS Skills to determine the scope and sequence for teaching math at each grade level. Teachers have divided PASS Skills into four sections. This allows for all skills to be taught and re-taught in an organized and timely manner. Pre-testing gives teachers specific indicators as to what the group and individual need to learn relative to outlined PASS Skills.

Math benchmarking testing for grades K-5 is also used. This testing evaluates how well students are achieving when compared to prior sequencing of the Oklahoma PASS Skills for math. Instruction is then adjusted and scheduled to meet the shortcoming of both the large and small group, and individual students. Areas in which 75% of students are struggling are re-taught in the large group. Areas where small groups of students are struggling are re-taught during class in a small group and during intervention sessions before school, during noon recess, and after school.

Math is taught using a variety of approaches, methods, and technology. Students are taught to define and concentrate on the math problem, use a variety of strategies (taught both by teachers and other students), self-evaluate and self-monitor success while working through a problem, how to cope with difficult problems by seeking help from appropriate sources, and how to recognize and celebrate both large and small accomplishments during math instruction and practice.

4. Instructional Methods:

Wilson teachers have learned to differentiate instruction for not only the two major sub-groups, students from poverty and Native American students, but also for students that are performing at a variety of grade levels for a variety of reasons within each sub-group and within each classroom. The goal of differentiation at Wilson is to allow every student to be successful. Wilson teachers honestly believe that EVERY child can learn.

Teachers do not use any one type of instructional strategy or intervention, but rather continually adjust and adapt needs for individual students. Instruction is not mechanical – it is responsive to student needs. Instruction is directed by a variety of regular school-wide and individual assessments. Differentiation is integrated into the regular school day. For example, teachers provide a variety of 10-15 minute interventions for small groups throughout each day. These interventions are provided by certified teachers, by aides, and through peer tutoring.

In addition to interventions during the regular school day, 80% of Wilson students participate in some type of intervention before school, during noon recess, or after school. Every teacher in the building volunteers one lunch period each week to teach a small group intervention from their grade level. Additionally, teachers and aides work both before and after school with intervention groups. Wilson has reading, called Early Bird Reading, five mornings before school from 7:00-8:00, every day during noon recesses from 11:00-12:30, and three days a week after school from 3:15-4:15. Math interventions, called Math Monsters, are scheduled four days a week during all three recesses, two mornings a week before school and after school as needed. Additionally, prior to state testing each spring, every student and every teacher stays after school for six days to insure that all students have mastered the state academic objectives.

Instruction is modified using any and every approach imaginable. Instruction is adjusted until each student experiences success, and it is supplemented during and outside the regular school day for the large majority of our students. Teachers at Wilson believe that each child should continually grow academically.

5. Professional Development:

Professional development at Wilson has involved building-level development and district-level development. At the building level teachers have met with the principal a minimum of 3-4 times a year by grade level to discuss individual student progress. Classroom performance, recent testing, and individual student potential are evaluated during these meetings. Teachers and the principal bring research-based strategies to these meetings for the purpose of assuring that every child achieve his/her academic potential. Following these grade-level meetings, teachers have been paid to spend extra hours after school working in teams to develop and adjust instructional techniques and strategies to meet the needs of all students. Instruction has been aligned to the Oklahoma PASS Skills during the collaborative meetings.

Additionally, at the building level teachers meet two times each month as Professional Learning Communities (PLCs). During these meetings teachers share book studies, articles based on research based practice, and personal instructional techniques and strategies that have proved successful in the classroom. It is the belief at Wilson that the primary source of professional development should come from peers sharing research-based practices, both successes and failures, at the building level. During discussion at PLC Meetings, teachers are able to support individual student successes/failures as they align with the Oklahoma PASS Skills, while adjusting instructional technique and pacing to meet the pre-determined goals for achievement.

At the district level professional development has been presented relative to a variety of assessment sources: how to use the assessments, how to evaluate results of the assessments, and how to adjust instruction for individual students relative to the assessments. For example, the district has implemented quarterly benchmarking for both math and reading. Teachers and administrators have gained information about how to use this information efficiently and effectively. Teachers have received training on how to use and evaluate the DIBELS reading assessment tool in grades K-3. Training was also provided for teachers to learn to how to manage and evaluate results of state testing with computer based assistance.

Although professional development is available at both the district and the building level, Wilson teachers have found the most benefit from professional development comes from the building level where teachers share and learn from their peers. Research based practice is strongly encouraged, continually monitored by the principal and teachers, and always adjusted to meet the changing needs of our student population.

6. School Leadership:

Leadership from the principal is both directive and restrictive relative to the organization of the building. Ultimate responsibility for student achievement/growth is accepted by individual and/or groups of teachers in partnership with the parent/guardian, the counselor, and the principal. Directive principal leadership assures that agreed upon instructional methods, materials, and programs are implemented appropriately and regularly by all teachers. Restrictive principal leadership assures that agreed upon procedures relative to discipline, classroom instruction, and intervention groups are implemented and maintained by every adult in the building. The principal along with the individual teacher develops, implements, and continually adjusts a daily and weekly schedule for students based on individual student needs as evaluated through testing for both strengths and weaknesses. The principal organizes the best possible situation for student learning, while teachers assure implementation.

Professional Learning Communities (PLCs) within the building meet twice a month to discuss instructional strategies, intervention schedules, individual students in need of extra instruction, and ways to engage both students and adults in the building in continual and meaningful learning. The purpose of these leadership groups of teachers is to discuss what students should learn, how teachers are going to best teach, how to engage students in the learning, what actions will be taken if students are not learning, and how teachers can take part in meaningful professional development that will enhance student learning.

The principal spends time in classrooms, talks with teachers daily in the hallway/office before and after school and during the day to ensure that programs are being implemented. There is a continual process to build a strong and respectful relationship among the teacher, parents, and the building principal. Intervention groups both during the regular school day and outside the regular school day are vital to academic growth for every student. The principal works with teachers to schedule these opportunities and to notify parents of the times, and of the reasons and importance for these interventions.

Once students are identified as to weaknesses/strengths, a schedule is put into place to provide interventions for students, and funding is appropriated, teachers working with parents take full responsibility for the individual growth of students. Students are monitored regularly, and the principal and the teacher regularly discuss any adjustments in instructional methods or time that might benefit students. Leadership is collaborative and respectful with the goal of collegiality among all staff and faculty.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: OCCT Grades 3-8

Edition/Publication Year: 2007

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced & Satisfactory	100	96	89	92	68
Advanced	48	31	43	39	42
Number of students tested	40	37	36	31	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Satisfactory	100	95	88	100	71
Advanced	46	32	38	50	46
Number of students tested	24	19	26	16	24
2. Racial/Ethnic Group (specify subgroup): Native American					
Advanced & Satisfactory					83
Advanced					58
Number of students tested	6	6	6	6	12
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: OCCT Grades 3-8

Edition/Publication Year: 2007

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced & Satisfactory	100	88	93	84	61
Advanced	23	12	0	4	29
Number of students tested	40	37	36	31	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Satisfactory	100	84	92	94	58
Advanced	17	16	0	6	33
Number of students tested	23	19	26	16	24
2. Racial/Ethnic Group (specify subgroup): Native American					
Advanced & Satisfactory					83
Advanced					50
Number of students tested					12
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: OCCT Grades 3-8

Edition/Publication Year: 2007

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced & Satisfactory	100	91	92	93	
Advanced	44	52	36	48	
Number of students tested	44	37	40	39	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Satisfactory	100	91	88	100	
Advanced	46	50	29	56	
Number of students tested	24	22	17	16	
2. Racial/Ethnic Group (specify subgroup): Native American					
Advanced & Satisfactory	100				
Advanced	50				
Number of students tested	10				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fourth grade did not test for API in 2003-2004 -- the first year 4th grade counted was 2004-2005.

Subject: Reading

Grade: 4

Test: OCCT Grades 3-8

Edition/Publication Year: 2007

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced & Satisfactory	100	100	100	93	0
Advanced	7	10	12	14	0
Number of students tested	44	37	40	39	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	7	3			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Satisfactory	96	100	88	94	
Advanced	4	10	18	19	
Number of students tested	23	21	17	16	
2. Racial/Ethnic Group (specify subgroup): Native American					
Advanced & Satisfactory	90				
Advanced	0				
Number of students tested	10				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade 4 did not test and count toward API in 2003-2004 -- the first year scores were recorded for grade 4 was 2004-2005.

Subject: Mathematics

Grade: 5 Test: OCCT Grades 3-8

Edition/Publication Year: 2007

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced & Satisfactory	100	96	85	84	75
Advanced	52	58	43	36	19
Number of students tested	37	39	43	37	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Satisfactory	100	95	81	80	89
Advanced	46	48	34	25	22
Number of students tested	24	21	32	20	27
2. Racial/Ethnic Group (specify subgroup): Native American					
Advanced & Satisfactory		100	100	91	89
Advanced		60	42	8	28
Number of students tested		10	12	12	18
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

During 2008 there were only 6 Native American students in 5th grade.

Subject: Reading

Grade: 5 Test: OCCT Grades 3-8

Edition/Publication Year: 2007

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced & Satisfactory	96	95	85	78	75
Advanced	22	14	20	8	2
Number of students tested	37	39	43	37	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	7	7			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Satisfactory	96	95	82	85	93
Advanced	21	11	13	0	4
Number of students tested	24	19	32	20	27
2. Racial/Ethnic Group (specify subgroup): Native American					
Advanced & Satisfactory			83	83	95
Advanced		0	33	0	6
Number of students tested	6	9	12	12	18
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: